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ABSTRACT

The Local Planning and Assessment Process (LPAP) was developed in response to one objective of the Rhode Island Master Plan for Evaluation. LPAP is designed to encourage systematic planning and assessment activities in the local district. It provides a means by which each local school district can identify and order its educational goals and objectives and plan programs responsive to the needs of its students. The five parts of the process, each of which is discussed in a separate chapter in this introductory handbook, are establishing philosophy and goals, establishing educational priorities, analyzing and planning the program, implementing the program, and evaluating the program. (Author/IRT)

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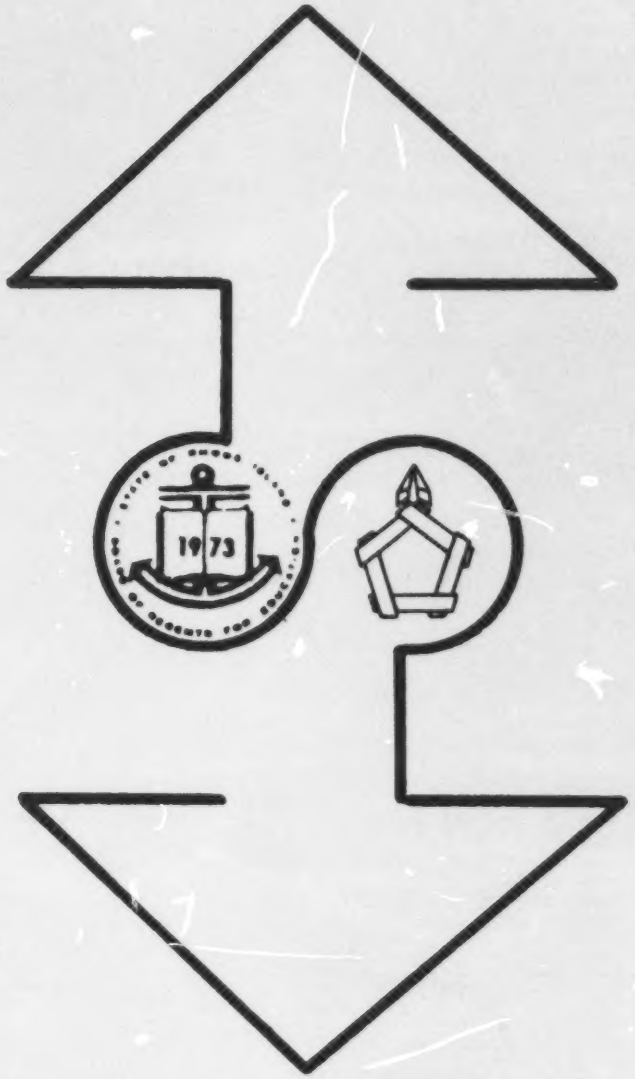
QUESTIONS



ANSWERS

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EA 010 533

LOCAL PLANNING AND ASSESSMENT PROCESS

2

INTRODUCTION

In April, 1975, as part of their Master Plan for Evaluation, the Rhode Island Board of Regents directed the Department of Education to design and implement a process which would provide information of maximum use to local educators by enabling districts to assess the extent of achievement of locally determined objectives. The program that evolved in response to the Regents' mandate is called the Local Planning and Assessment Process (LPAP). LPAP is a long-range planning effort directed toward the efficient management of limited educational resources in the local district. As such, LPAP provides a means by which each local school district can identify its educational goals and objectives, and plan programs responsive to the needs of its students.

LPAP is a five phase process which is cyclical in nature. The description and explanation of this process that follows is divided into six major sections. The first section contains information of a general nature about the process, and the remaining five sections correspond to the five phases of LPAP as follows.

1. GENERAL INFORMATION
2. ESTABLISHING PHILOSOPHY AND GOALS
3. ESTABLISHING EDUCATIONAL PRIORITIES
4. PROGRAM ANALYSIS AND PLANNING
5. PROGRAM IMPLEMENTATION
6. PROGRAM EVALUATION

The subdivisions within each of these sections are listed on the first page of each section as well as in the table of contents at the beginning of the handbook.

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1.0 GENERAL INFORMATION

This section of the handbook is designed to answer general questions about LPAP. In addition, topics which apply to the entire process (such as that of reporting) are discussed here:

1.1 WHAT IS LPAP?

1.2 WHY WAS LPAP DEVELOPED?

1.3 WHO IS RESPONSIBLE FOR CONDUCTING THE LPAP?

1.4 WHAT IS DONE TO INITIATE LPAP?

1.5 WHAT ARE SOME KEY ELEMENTS IN IMPLEMENTING LPAP?

1.6 WHAT IS REQUIRED FOR LPAP?
WHAT IS OPTIONAL?

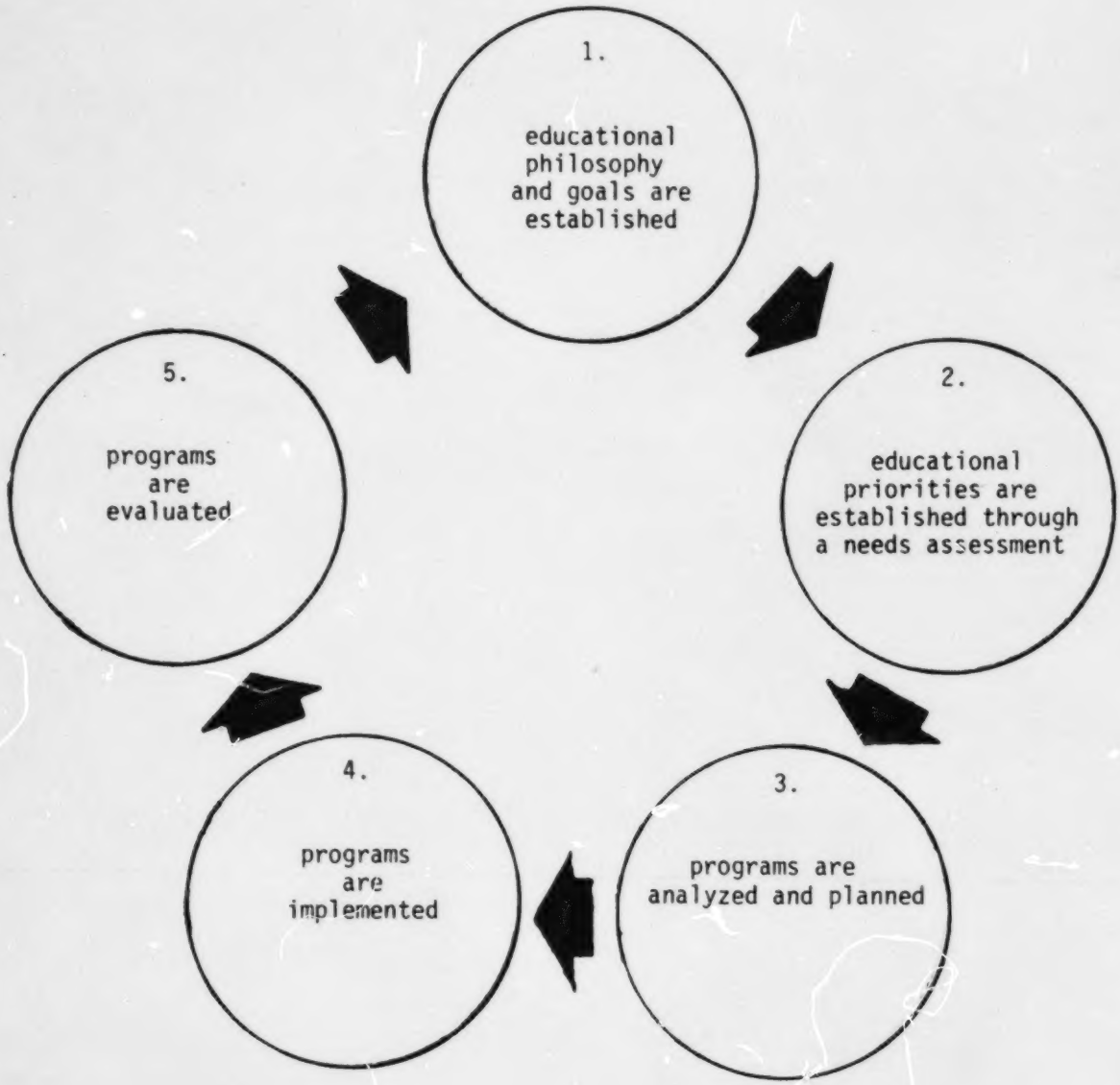
1.7 WHAT REPORTS ARE REQUIRED FOR LPAP?

1.8 WHAT IS THE RELATIONSHIP BETWEEN LPAP AND THE SCHOOL APPROVALS PROCESS?

1.9 WHAT RESOURCES WILL BE PROVIDED TO ASSIST DISTRICTS IN UNDERTAKING LPAP?

1.1 *WHAT IS LPAP?*

LPAP is a five-phase process that is repeated completely or in part at regular intervals. This process is represented below:



1.2 *WHY WAS LPAP DEVELOPED?*

LPAP was developed in response to one objective of the Master Plan for Evaluation. This objective sought the development of a process that would provide the decision-making information needed by educators in local school districts, for example, information about programs for diagnostic or instructional use.

LPAP is designed to encourage systematic planning and assessment activities in the local district, and, as such, helps to avoid "crisis-functioning." LPAP is a focusing process, that is, it is intended to help local school districts identify and respond to their most pressing educational needs. LPAP provides a means by which each local school district can identify and order its educational goals and objectives, and plan programs responsive to the needs of its students.

LPAP.....

- helps educators become more sensitive to community needs by involving the community in the selection and development of goals.
- helps formalize the planning activities of a district.
- helps coordinate the planning activities of a district (e.g., Title I, Vocational Education, Special Education, Title IV, Building Plan, Accreditation).
- provides objective and current information through a needs assessment.
- keeps educators informed about programs that work.
- provides educators with objective evidence to indicate levels of accomplishment of program objectives.
- sets up procedures that allow educators to discover productive programs and discard or modify those which are less successful.

1.3 *WHO IS RESPONSIBLE FOR CONDUCTING THE LPAP?*

As stated in the Provisional Regulations governing the LPAP, responsibility for LPAP in the local school district falls to the superintendent acting as the "administrative agent of the local school committee."

1.4 *WHAT IS DONE TO INITIATE LPAP?*

The activities required to initiate the first LPAP cycle consist of the submission of three documents to the Department of Education. They are:

- *The Letter of Agreement* - This expresses the commitment of the district to undertake the Local Planning and Assessment Process as described in the Provisional Regulations and to submit the reports required for LPAP.

- *The Long-Range Plan* - This plan projects timelines for completing the major components of all phases of a single LPAP cycle.

- *The Specific Plan for the First Phase of LPAP* - This plan requires a district to outline the activities and accompanying timelines for undertaking the development of its philosophy and goals.

1.5 *WHAT ARE SOME KEY ELEMENTS IN IMPLEMENTING LPAP?*

Some of the important elements required for conducting LPAP are:

- commitment - of the community
  of the staff
  of the superintendent
  of the school committee

- time - of the superintendent
  of the staff
  of the community

LPAP is meant to become the central process by which a school district ultimately operates. It is seen as a way of integrating a variety of planning and assessment activities that, in some districts, are already well underway. In other districts, some reorganizing or resequencing of activities may be needed.

The focus of LPAP is its use as a management tool. It is designed to help integrate many of the ongoing functions of the district, and to provide the district with one comprehensive planning process.

1.6 *WHAT IS REQUIRED FOR LPAP? WHAT IS OPTIONAL?*

The basic five - phase process of LPAP is required. That is, a district is required to conduct the following:

1. establish a district-wide philosophy and goals
2. establish priority educational needs
3. plan programs to meet those needs
4. implement programs to meet needs
5. evaluate the extent to which programs are addressing needs and meeting objectives

Within the phases of the process, requirements are minimal. These include:

1. maintaining consistency with Educational Goals for the State of Rhode Island while developing district-level goals (Phase I)
2. providing for staff participation in the development of philosophy and goals (Phase I)
3. providing for public involvement in the development of philosophy and goals (Phase I)
4. collecting the opinions of a wide range of people, including residents, professional staff and students, concerning the educational needs of their district (Phase II)
5. developing performance indicators (Phase II)
6. collecting information such as test scores to show whether or not perceived needs are real (Phase II)
7. identifying program planning priorities (Phase II)
8. analyzing present programs and examining program alternatives as a first step to planning in the program priority area(s) (Phase III)
9. developing program objectives (Phase III)
10. designing a plan for the evaluation of programs (Phase III)
11. implementing program plan in the priority area(s) (Phase IV)

12. evaluating program effectiveness (Phase V)

13. submitting a report to the Department of Education regarding each stage of the process

14. submitting a plan to the Department of Education prior to beginning each stage of the process

The specific methods used in carrying out the above activities are up to the individual district.

E X A M P L E

Some options for the collection of opinions of staff and community required for Phase II are:

1. survey questionnaire

2. personal interviews

3. town meeting

4. newspaper ad or article

5. letters or flyers sent home with students

6. telephone survey

1.7 *WHAT REPORTS ARE REQUIRED FOR LPAP?*

The Provisional Regulations governing LPAP require the district to submit a plan and the results of the activities identified in that plan for each phase of the process. The former, called the planning document, describes specific activities for each phase of LPAP, while the latter, the report document, summarizes the activities of the phase just completed. The documents will be used to monitor LPAP, and will be submitted to the School Approvals Unit of the Department of Education.

The Provisional Regulations also require that the report documents for Phases II through V provide information that is applicable to individual schools in addition to that information applicable to the district as a whole. This provision was written in recognition of the fact that all schools within a district may not have uniform needs, and it allows a district to focus on individual schools when appropriate.

1.8 *WHAT IS THE RELATIONSHIP BETWEEN LPAP AND THE SCHOOL APPROVALS PROCESS?*

The relationship between LPAP and the School Approvals process is still being defined. At present, the School Approvals Unit will monitor the compliance of school districts with the LPAP Provisional Regulations. The monitoring process will include the review and approval of all plans and reports for LPAP by the School Approvals Unit. In the future, compliance with the LPAP regulations will become part of the process under which schools will be approved.

1.9 *WHAT RESOURCES WILL BE PROVIDED TO ASSIST DISTRICTS IN UNDERTAKING LPAP?*

Because the emphasis of LPAP is on developing the local capacity to conduct the process, the Department's focus is on developing appropriate supports for the district. The use of these services is strictly voluntary on the part of the local district.

The services that are or will be available include:

- a guidelines manual geared to the "how to's." Incorporating past experiences, the manual presents models for LPAP; it also provides an interpretation of the regulations
- a philosophy and goals packet which includes a set of examples of educational philosophies; criteria for writing an educational philosophy; a process for establishing an educational philosophy; and a process for establishing educational goals
- a range of in-service training general to the process as well as to specific phases of the process (training is available annually through an awareness conference)
- technical assistance from the Program Development Consultants and Support Services Staff in accessing these services and in conducting LPAP
- a goals bank consisting of a range of goal statements for each of the seven Rhode Island goal areas (personal, social, cultural, economic, aesthetic, political, physical) and for the Learning Environment
- a needs assessment service which consists of a manual outlining the needs assessment process and assistance in designing an opinion-gathering survey to be used as part of a needs assessment

. a bank of program level and instructional level statements with test items linked to the instructional level statements for use in program planning and evaluation

Other available reference documents are:

1. the Provisional Regulations for LPAP

2. a set of transparencies and accompanying outline presenting an overview of LPAP

3. a needs assessment resource guide

4. a manual describing the needs assessment service

2.0 *ESTABLISHING PHILOSOPHY AND GOALS*

This section of the handbook is designed to answer the following questions about the process by which a district develops its educational philosophy and sets its educational goals:

2.1 *WHAT IS REQUIRED IN PHASE I OF LPAP?*

2.2 *KEY DEFINITIONS:*

What is an educational philosophy?

What are educational goals?

What are the Educational Goals for the State of Rhode Island and the Learning Environment?

What is consistency with State Goals for Education?

What is professional staff participation in the development of philosophy and goals?

What is broad public involvement in the development of philosophy and goals?

2.3 *WHAT RESOURCES ARE AVAILABLE FOR ESTABLISHING PHILOSOPHY AND GOALS?*

2.4 *WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?*

2.1 *WHAT IS REQUIRED IN PHASE I OF LPAP (ESTABLISHING PHILOSOPHY AND GOALS)?*

This section of LPAP requires that the district formulate a statement of its educational philosophy and develop a set of educational goals for the entire district.

Further requirements are:

1. that the district submit a plan to RIDE outlining the basic activities to be conducted to complete this phase of the process

2. that district-level goals be consistent with the seven Rhode Island goal areas (personal, social, cultural, economic, aesthetic, political, physical) and with the Learning Environment

3. that there be professional staff participation in the development of philosophy and goals

4. that there be broad public involvement in the development of philosophy and goals

5. that the district submit a report to RIDE which includes a copy of its statement of philosophy and a list of its educational goals

2.2 *KEY DEFINITIONS*

WHAT IS AN EDUCATIONAL PHILOSOPHY?

An educational philosophy is an expression of fundamental beliefs concerning the role of the school in the community and of the long-term values and directions of education in the district.

WHAT ARE EDUCATIONAL GOALS?

Goals are ends toward which effort is directed. They are generally ultimate outcomes or ends; a perception of an ideal. Educational goals will place the values and directions expressed in the statement of philosophy in the perspective of skills and knowledge.

WHAT ARE EDUCATIONAL GOALS FOR THE STATE OF RHODE ISLAND AND THE LEARNING ENVIRONMENT?

The Educational Goals for Rhode Island are broad statements of educational outcomes for the entire State of Rhode Island promulgated by the Rhode Island Board of Regents. They represent

the knowledge and skills that men and women in our society should possess. The seven goal areas are: personal, social, cultural, economic, aesthetic, political, and physical.

The Learning Environment statements represent a synthesis of several statements of educational priorities that drew heavy support from various segments of the Rhode Island education community in an extensive survey (Project OPEN). The Learning Environment deals with the educational atmosphere and process rather than with learning outcomes. It represents institutional arrangements, support, or services intended to improve the quality and effectiveness of life in the school and in the educational process. See the Department of Education publication Schools and Skills (January, 1976).

WHAT IS CONSISTENCY WITH STATE GOALS FOR EDUCATION?

Consistency with State Goals is achieved by developing goals which are in agreement with and not incompatible with the Educational Goals for the State of Rhode Island and the Learning Environment, (e.g., the development of goals from each of the seven areas of the state goals and from the Learning Environment). The state goal areas are, furthermore, broad enough to allow much latitude in placing goals within them.

WHAT IS PROFESSIONAL STAFF PARTICIPATION IN THE DEVELOPMENT OF PHILOSOPHY AND GOALS?

Both teachers and administrators in a district must participate in the development of the philosophy and goals. The form and extent of this participation is the option of the district.

WHAT IS BROAD PUBLIC INVOLVEMENT IN THE DEVELOPMENT OF PHILOSOPHY AND GOALS?

Broad public involvement refers to the requirement for participation in the process of establishing a statement of philosophy and goals by a wide range of people in the community who are not part of the professional staff. This would include citizens in general.

As in the case of professional staff participation, the actual form that public involvement in the development of philosophy and goals takes is determined by the district. Public involvement can range from having community representatives take part in writing the philosophy and goals to having some sort of community review of philosophy and goals once they are written.

Citizens for involvement in this process may be selected from:

1. parents of children in public and non-public schools

2. adults with no children

3. students

4. members of key groups, for example, service or political organizations

5. existing parent groups (e.g., school PTA/PTO, Title I Advisory Groups, Vocational Education Advisory Groups)

6. others

Some suggestions for types of involvement are:

1. formation of a citizens advisory group

2. citizen representation on any work group or committee

3. citizen review of philosophy and goals at a town meeting

4. citizen review of philosophy and goals published in the newspaper

5. citizen review through distribution of philosophy and goals in a pamphlet or brochure

2.3 *WHAT ASSISTANCE FROM THE RIDE IS AVAILABLE FOR ESTABLISHING OF PHILOSOPHY AND GOALS?*

. assistance of the Program Development Consultant assigned to a district and of Support Services staff

. a philosophy and goals packet which includes a set of examples of educational philosophies; criteria for writing an educational philosophy; a process for establishing an educational philosophy; and a process for establishing educational goals

. a goals bank containing a range of goal statements from which a district can select or modify goals. The goals in this bank may also be used simply as models for writing goal statements

. in-service training in areas such as:

  - establishing a coordinating structure

- communications

- group processes

- goal writing techniques

- assistance in use of various kits or packages containing both goal statements and models for their selection

2.4 *WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?*

The report submitted to the State Department of Education for this phase of LPAP must contain a copy of the statement of philosophy and educational goals developed by the district as well as a brief description of the activities completed in this phase of the process.

3.0 ESTABLISHING EDUCATIONAL PRIORITIES

This section of the handbook is designed to answer the following questions about the process by which a district identifies its educational priorities.

3.1 *WHAT IS REQUIRED IN PHASE II OF LPAP?*

3.2 *KEY DEFINITIONS:*

What are perceived needs?

What are performance indicators?

What are validated needs?

What are educational priorities?

3.3 *WHAT ASSISTANCE IS AVAILABLE FOR ESTABLISHING PRIORITIES?*

3.4 *WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?*

3.1 *WHAT IS REQUIRED IN PHASE II OF LPAP (ESTABLISHING EDUCATIONAL PRIORITIES)?*

In this phase of LPAP a district is required to identify its educational needs and to list those needs in priority order, i.e., conduct a needs assessment. There are four steps to this needs assessment.

1. determine educational needs as perceived by staff and community

2. develop performance indicators in those areas determined as perceived needs

3. determine if perceived needs are real by validating needs through the collection of test and non-test information

4. determine a priority order for the needs shown to be real

Further requirements are:

1. that the district submit a plan to RIDE outlining the basic activities to be conducted to complete this phase of the process

2. that the district submit a report to RIDE at the completion of this phase of the process which includes a copy of ranked educational needs

3.2 *KEY DEFINITIONS*

WHAT ARE PERCEIVED NEEDS?

As a first step in identifying needs and in establishing educational priorities, the opinions of a wide range of people concerning the educational needs of their district are gathered. The way in which these opinions are to be gathered is determined by each district; however, some available options are:

(a) written survey (may be distributed by mail, by placement in central locations, etc.)

(b) town meeting (may be appropriate in smaller communities)

(c) personal interview

(d) newspaper

The needs that result from the gathering of opinions are perceived needs, and may or may not reflect the real situation. Perceived needs serve as the information base from which actual needs are identified.

WHAT ARE PERFORMANCE INDICATORS?

Performance indicators are statements that provide a description of the kind of information that will be used to substantiate perceptions of needs. Performance indicators are developed in areas of the most important perceived needs to serve as a basis for validating needs.

Performance indicators, as defined in the glossary of the LPAP Provisional Regulations, are statements that seek to define measurable learning outcomes by specifying tasks whose accomplishment will be taken as evidence that an educational purpose has been attained.

E X A M P L E

Goal Statement: The student will use appropriate written communication to individuals or groups.

Performance Indicators: Twelfth grade students will be able to write a letter of application. Eighth grade students will be able to write a letter to a friend.

WHAT IS VALIDATION? WHAT ARE VALIDATED NEEDS?

Validation is a process which supports or corroborates on a sound basis perceptions of needs by the collection of the information specified in performance indicators. This information may include test scores or non-test information. Test scores can be obtained from either norm-or criterion-referenced tests, and examples of non-test information might be surveys of teacher opinion, observation, student records or profiles, or information such as the rate of vandalism. Validation shows whether or not perceived needs are real.

Needs proven to be real through validation are termed validated needs.

WHAT ARE EDUCATIONAL PRIORITIES?

Once a district has determined its needs, or identified those perceived needs which are real according to the information collected, it will place the real needs in priority order. Criteria for prioritization of needs are set by each district. In general, however, needs can be ranked by examining the gap between what is real - as determined by the status of present programs - and the ideal - as expressed in the educational goals. The ranked listing of needs are the educational priorities of a district that serve as the basis for selecting a limited number of program planning priorities.

3.3 *WHAT ASSISTANCE IS AVAILABLE FOR ESTABLISHING PRIORITIES?*

. assistance of the Program Development Consultant assigned to a district and of Support Services staff

. a needs assessment service consisting of a manual outlining the needs assessment process and assistance in designing an opinion-gathering survey to be used as part of a needs assessment

. in-service training in areas such as

  - survey techniques

  - prioritization techniques

. a manual called "Needs Assessment: A Manual for the Local Educational Planner"

3.4 *WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?*

Once a district has determined its educational priorities, it must submit this list to the State Department of Education. The report must also include data on identified priorities by individual schools to determine which schools, if any, have priorities that differ from district level priorities.

4.0 *PROGRAM ANALYSIS AND PLANNING*

This section of the handbook is designed to answer the following questions about the process by which a district analyzes and plans programs to meet its needs:

4.1 *WHAT IS REQUIRED IN PHASE III OF LPAP?*

4.2 *KEY DEFINITIONS:*

What is a Program Plan?

What is a program?

What are priority goals?

What are program objectives?

What is formative evaluation?

What is summative evaluation?

4.3 *WHAT ASSISTANCE IS AVAILABLE FOR PROGRAM ANALYSIS AND PLANNING?*

4.4 *WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?*

4.1 *WHAT IS REQUIRED IN PHASE III OF LPAP (PROGRAM ANALYSIS AND PLANNING)?*

This section requires that a district plan to meet one or more of the needs it has listed in priority order. Planning activities conducted for this phase of LPAP are:

- that the district identify the ways in which present programs address the priorities
- that the district examine other methods, curricula, or programs which may address the priorities
- that the district develop explicit statements about what a program ought to do for the students, i.e., program objectives
- that the district determine what will be necessary to implement the new programs; for example, what training, facilities, or materials may be needed

A parallel activity to the program planning in this section is the development of an evaluation plan for the revised programs. This plan must provide for ongoing (formative) evaluation of programs as well as for drawing conclusions (summative evaluation) about the success of programs in meeting their objectives.

Further requirements are:

1. that the district submit a plan to RIDE outlining the basic activities to be conducted to complete this phase of the process
2. that the district submit a report to RIDE at the completion of this phase of the process which includes a copy of program objectives as well as plans for program implementation and evaluation

4.2 *KEY DEFINITIONS*

WHAT IS A PROGRAM PLAN AND WHAT IS A PROGRAM?

The Provisional Regulations for LPAP use the term Program Plan to refer to the total range of activities and programs a district will implement to meet its needs. The term is used in the singular and is set apart by capitals to highlight its use as a reference to the entire LPAP process constituting a long-range educational planning tool. (See Section 1.0 LPAP Provisional Regulations).

A program is defined as a set of related activities directed toward meeting an educational need.

WHAT ARE PRIORITY GOALS?

In Phase II a district is asked to determine its educational priorities, and to list its validated needs in priority order. Priority goals are simply those goals corresponding to the priority need areas as determined in Phase II of LPAP.

WHAT ARE PROGRAM OBJECTIVES?

Program Objectives are explicit statements about what a program ought to do for students. They are statements of performance which identify the expected results of a set of activities (program) designed to address a priority goal; they are statements of intended performance levels of a specified group in a specified educational program area.

Program objectives are usually more specific statements than are performance indicators.

E X A M P L E

Performance indicator: Twelfth grade students will be able to write a letter of application

Program objective: All twelfth grade students will consistently use correct grammar in all written work in school

WHAT IS FORMATIVE EVALUATION?

Formative evaluation is the collection of information about a program while it is still in process for use by the staff during the program operation. Formative evaluation allows for the identification of emerging problems as well as for the maintenance of successful program practices. Formative evaluation is process rather than product oriented.

WHAT IS SUMMATIVE EVALUATION?

Summative evaluation takes place at the completion of a program or after a program has run a sufficient amount of time to ascertain the extent of accomplishment of program objectives. Summative evaluation is product (outcome) oriented.

4.3 *WHAT ASSISTANCE IS AVAILABLE FOR PROGRAM ANALYSIS AND PLANNING?*

. assistance from the Program Development Consultant assigned to a district and from Support Services staff

. program objectives manual to be used as a guideline for writing program objectives

. in-service training in areas such as

- program analysis
- program planning
- developing program objectives

4.4 *WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?*

A synopsis of the Program Plan which includes:

- a timeline for the implementation of programs
- a listing of those parts of the Program Plan which address individual school rather than district level needs
- a plan for the evaluation of programs

5.0 PROGRAM IMPLEMENTATION

This section of the handbook is designed to answer the following questions about the process by which a district implements its programs:

5.1 WHAT IS REQUIRED IN PHASE IV OF LPAP?

5.2 WHAT IS PROGRAM IMPLEMENTATION?

5.3 WHAT ASSISTANCE IS AVAILABLE FOR PROGRAM IMPLEMENTATION?

5.4 WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?

5.1 *WHAT IS REQUIRED IN THIS PHASE OF LPAP?*

This section of LPAP requires that the district implement the programs and activities it has designed for its Program Plan. In this phase of LPAP the district will put into action the plans it has developed to address its educational priorities and to meet its educational needs.

5.2 *WHAT IS PROGRAM IMPLEMENTATION?*

To implement a program is to actually put it into practice and to provide all materials, facilities, training, etc. necessary to carry out the program. The district has the responsibility for determining and providing all that may be needed for the successful implementation of programs.

5.3 *WHAT ASSISTANCE IS AVAILABLE FOR PROGRAM IMPLEMENTATION?*

- assistance from the Program Development Consultant assigned to a district and from Support Services staff
- in-service training

5.4 *WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?*

A district must report to RIDE its implementation activities as well as any major changes in the Program Plan already submitted to RIDE. The report must include information by school if appropriate.

6.0 PROGRAM EVALUATION

This section of the handbook is designed to answer the following questions about the process by which a district evaluates its programs:

6.1 WHAT IS REQUIRED IN PHASE V OF LPAP?

6.2 WHAT IS PROGRAM EVALUATION?

6.3 WHAT ASSISTANCE IS AVAILABLE FOR PROGRAM EVALUATION?

6.4 WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?

6.1 *WHAT IS REQUIRED IN THIS PHASE OF LPAP?*

In this phase of LPAP a district is required to evaluate its progress in achieving its program objectives. This includes two types of program evaluation:

- formative-process oriented evaluation of programs still in operation; formative evaluation is required annually

- summative-product oriented evaluation of programs to ascertain the extent of accomplishment of program objectives; summative evaluation is required at some appropriate point in time (e.g., at the completion of a program or after a program has run a sufficient amount of time to draw conclusions)

6.2 *WHAT IS PROGRAM EVALUATION?*

Program evaluation is the monitoring of the implementation and operation of program activities to:

- allow for the identification and solution of problems and to maintain successful program practices (formative evaluation)

- draw conclusions, after an appropriate period of time, as to the success of programs in meeting their objectives (summative evaluation)

Evaluation activities might include:

- collection and analysis of test and non-test information

- modification of programs based upon information

- dissemination of information on program success (e.g., the extent to which a program is meeting identified needs)

6.3 *WHAT ASSISTANCE IS AVAILABLE FOR PROGRAM EVALUATION?*

.assistance from the Program Development Consultant assigned to a district and from Support Services staff

.in-service training in areas such as evaluation techniques

6.4 *WHAT MUST BE INCLUDED IN THE REPORT TO THE STATE DEPARTMENT OF EDUCATION FOR THIS PHASE OF LPAP?*

A district will submit to the State Department of Education a copy of its annual evaluation report. This report will describe the design and activities of both formative and summative program evaluation. The report will also include summarized results of formative evaluation as well as that of summative evaluation when appropriate.

October, 1977